

NEW APPROACH TOWARDS EVALUATION

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ABSTRACT

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The concept of evaluation is not new to us. But it is better to think of it and remember that it is a more content-specific concept when used in the Content-cum-Methodology. In order to bring home this point, this paper brushes up initial background knowledge related to evaluation, educational objectives and domains, tools of evaluation in general and subjectwise evaluation tools. It then proceeds to use of evaluation technique as per the content and enlists six steps in it. It supplies an example of content-related evaluation by way of test items. Finally, it describes the process of developing 'diagnostic tests'.

Concept: Content-related evaluation.

1) Introduction

We all are conversant with the term, 'Evaluation', and we have certainly grasped its concept. However, when we consider and use the term in the context of Content-cum-Methodology, it is more content-specific, than it normally is. Before we could grasp this notion, it is significant and essential to brush up our information about the term 'Evaluation'.

Definitions of the Term.

Beeby (1977) defines 'Evaluation' as 'the systematic collection and interpretation of evidence, leading as part of process, to a judgment of value with a view of action.'

This definition contains four factors of evaluation. They are -

- 1) systematic collection,
- 2) interpretation of evidence,
- 3) judgment of value, and
- 4) view of action.

According to NCERT, "Evaluation is the systematic continuous process of determining -

- 1) the extent to which specified educational objectives, previously identified and defined are attained,
- 2) the effectiveness of the learning experiences provided in the classroom, and
- 3) how well the goals of education have been accomplished."

In this context, the triangle developed by Tyler (1969) becomes important because it graphically represents the essential and inherent aspects of the total educational process

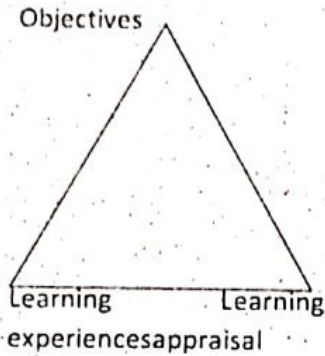
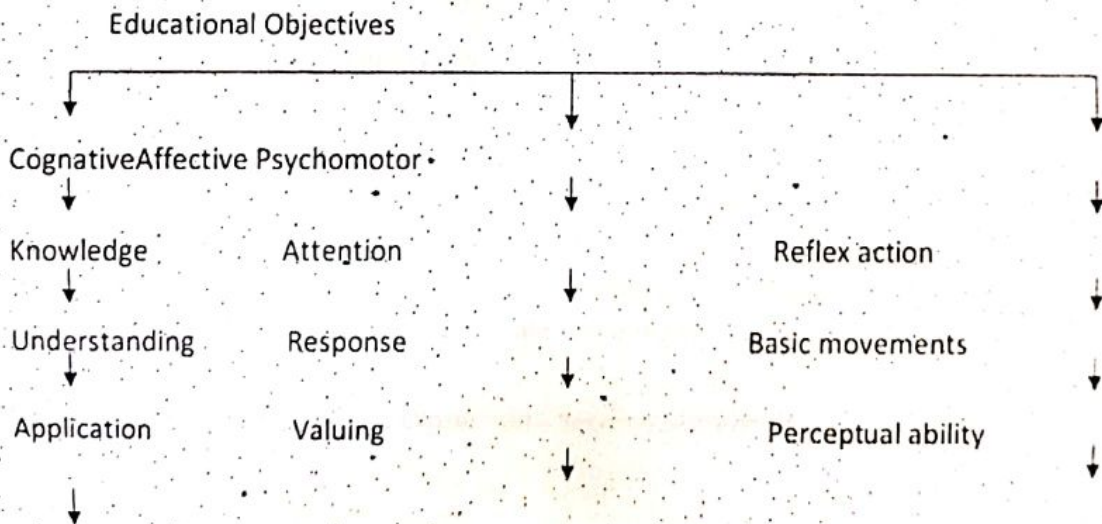


Figure No. 1 Aspects of the total Educational Process.

Briefly, it can be summarized as: what is to be accomplished providing proper learning experiences accordingly verification of the extent to which pre-determined goals have been accomplished. It is clear that the process of education begins with 'what is to be accomplished?' i.e. the objectives. It is, therefore, necessary for the teachers to be familiar with the three domains of the educational objectives.

2) Educational Objectives

There are three domains of the educational objectives - cognitive, affective and psychomotor. The details of each domain are provided.



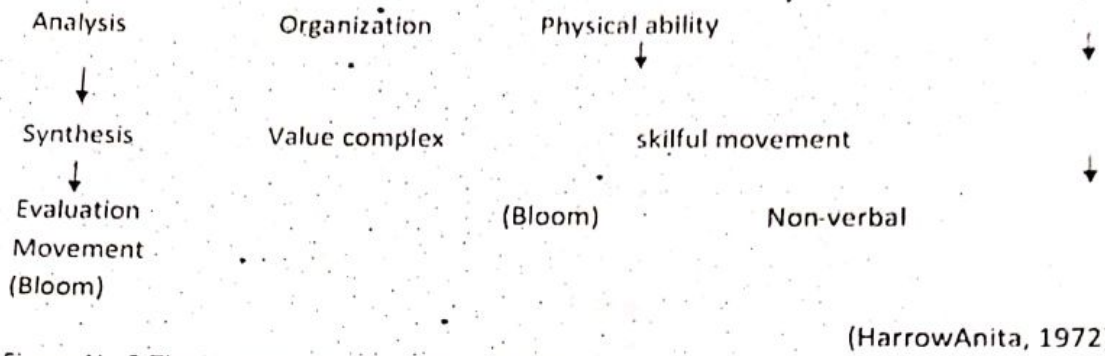


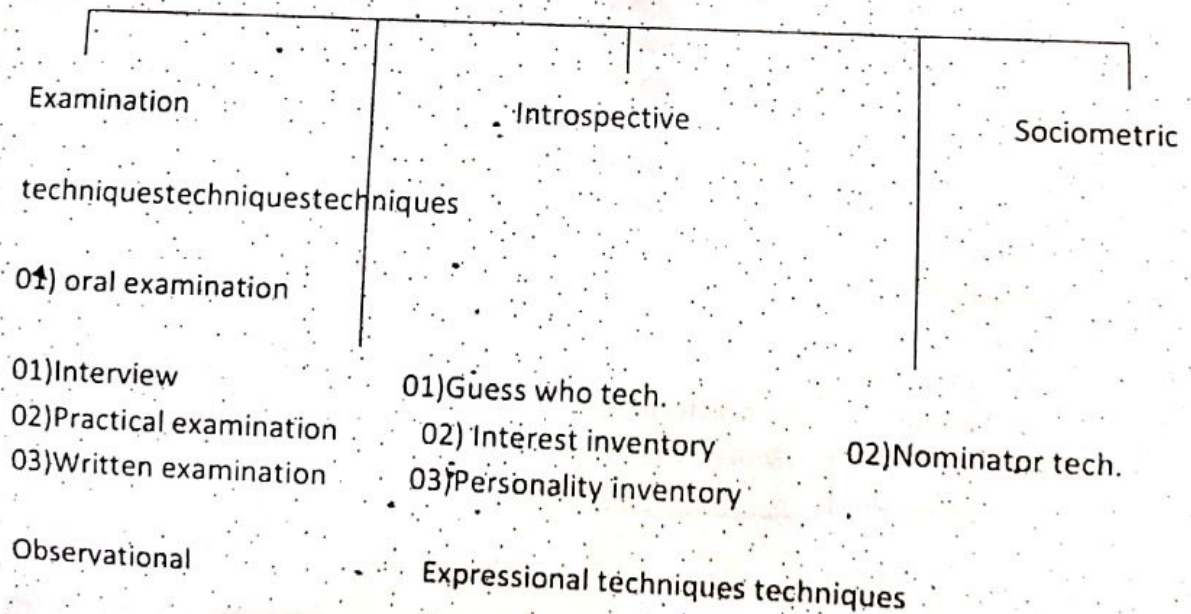
Figure No.2 The Taxonomy of Educational Objectives.

we generally concentrate on only the cognitive domain. Therefore, our students score notably well in the examinations and get through, but fall back in appreciation ability, interest development, life skills etc. It is high time that we need to pay considerable attention to other two domains as well. When students undertake some activities and perform experiments, it is necessary to utilize tools such as observation, expression through practical's to evaluate their ease and elegance in performing the actions. It is also essential to use the evaluation tools such as records, self-expression, observation, nomination technique for evaluating learning outcome in the psychomotor domain.

3) Evaluation Tools

There are numerous tools of evaluation.

Evaluation Tools



		inculcation, attitudes should be evaluated.
Mathematics	Solving puzzles, logical thinking, abstract thinking, problem solving.	Elements such as recognition of terms and principles, mathematical principles in daily practical life, theorem, logical thinking should be evaluated.

Figure No. 4: Contentwise Evaluation Elements.

5) Contentwise Evaluation Technique

The process of considering the evaluation technique in the context of teaching contents involves 6 steps. They are:

- 1) Getting perfect clarity of teaching contents to one's own self,
- 2) Having a total grasp of the concepts and the terms included in the teaching contents through content analysis,
- 3) Considering the characteristics of those concepts and terms,
- 4) Developing many test items for evaluating those concepts together with their characteristics and features.
- 5) Ascertaining and selection of the best test-items, and
- 6) Taking care not to make the test-items vague, complicated and difficult for learners to understand.

A Specimen Example

Unseen passage for Std. IX English (HL)

Doing good to others is like sowing a seed in the soil - when the soil is well prepared the seed inevitably catches, sprouts, and grows into a big tree blessing the very person, among others, who cared to plant the seed in the first place.

The following story is an example illustrating just this significant point.

It was forty years ago that Aruna had left her drunk and violent husband. Needing shelter for herself and her young son, she took up a job as a warden in a housing project for elderly, old and sick persons. One resident, Archie, was a sweet old man. He had no family of his own. But his nephew's wife and her kids would visit him. The kids would come with muddy shoes and make the carpets, rooms and the stairs dirty. Aruna had to clean the place. But she was kind to the kids and Archie. Soon Archie became sick. She used to call the doctor and care for him. She rendered a yeoman's service to him till his death.

Several uneventful years passed, and Aruna herself retired. She took a little cosy room of her home. Now she was weak and sick, she was unable to go shopping. But she had a kindly neighbor who would take care of her by bringing medicines and all that she needed. But Aruna did not know his name.

One fine morning, she asked the neighbor his name. She was surprised. The kindly neighbour, who cared for Aruna for two years was the grandson of Archie, the naughty kid who troubled Aruna by dirtying the old aged home with his muddy shoes.

Some of the objectives can be as follow: -

- Pupil understands the contents of the passage.
- Pupil understands the following details of the content -
 - 1) New vocabulary: inevitably, to sprout, the illustrate, warden,
 - 2) New verbal phrase: to render a yeoman's service.
 - 3) Central idea of the passage: kindness always comes back.
 - 4) Details of the story: Aruna's kindness to Archie and his grandsons who were a real nuisance to her-in old age, the same naughty child to whom Aruna was kind, shows kindness and helps her.
- Some of the test-items could be as follows -

Q4. Complete the following statements by choosing the correct alternative.

1) Who were real nuisance to Aruna?

- a) Archie and his nephew's wife,
- b) Archie's grandsons,
- c) Residents of the housing project,
- d) All the above.

2) Which of the following statement best summarises the given passage?

- a) Trees are a blessing to man,
- b) Archie was a kind old man,
- c) Aruna was a very sincere warden,
- d) Kindness always comes back.

3) Who had planted a seed of kindness?

- a) Aruna,
- b) Aruna's son,
- c) Archie,
- d) Archie's grandson.

Q4. Match correctly the 'Professionals' given in list A with the 'Descriptions' given in list B and rewrite -

List A

(Professionals)

- 1) Warden
- 2) Yeoman
- c) Holder of scholarships

List B

(Descriptions)

- a) Servant in royal household
- b) Head of University Faculty

d) Official performing supervisory duties

Q4. Use the following words and phrases in their accurate form in the blanks and rewrite:

(Inevitably, cosy, to sprout, to render yeoman's service, to illustrate)

- 1) Baba Amate _____ to the lepers.
- 2) If you study hard, you will _____ pass with flying colors..
- 3) Leaves are beginning _____ from trees in this season.

Q4. Write answers to the following in 3-5 sentences each: -

- 1) How did Aruna care for Archie?
- 2) How did Aruna receive her kindness back?
- 3) What surprised Aruna?

Q4. (For testing ability of oral self-expression)

Illustrate how you showed kindness to needy persons and how your kindness came back to you

6) Diagnostic Tests

In the learning-teaching process, the contents are always specific and particular. Therefore, we can investigate and identify the causes for learners not understanding and grasping the contents. There can be many numerous reasons. It is always better and desirable to first identify the causes and then proceed to remedial teaching.

Causes for Learner's Low Achievement Level

- 1) Supplying wrong responses by accident or chance,
- 2) No to make the point on which a test item is based, a sub-point,
- 3) Lack of knowledge related to point and sub-point,
- 4) Lack of understanding of the content due to the teacher's wrong teaching method,
- 5) Defective syllabus and curriculum,
- 6) Availability of wrong concepts and ideas in the learner's minds which prevents them from providing accurate responses,
- 7) Lack of coherence among learner's mental conditions, learning style and teaching methods.
 - Some of the points are related to contents and the other points are related to the learning environment
 - If in a single test, there is more than one question on a single points, there are generally some test items on necessary previous knowledge and the other test items are addressed to all the characteristics of the specific contents.

Some Principles for Constructing Diagnostic Tests

- 1) Analyse the teaching content,
- 2) Transform the content analysis into points and sub-points, and develop a graded structure,
- 3) Develop atleast three or four test items on each of the points and sub-points,
- 4) Enlist the accurate, expected response of each question and all the other various responses supplied by the examinees,
- 5) Decide the nature of meaning and interpretation of each response supplied to a test-item, and
- 6) Prepare and supply the guiding principles for accurate diagnosis on the bases of the responses and the frame-work of the responses.

For example, mistakes in additions due to lack of understanding of digits place value, forgets carrying of numbers, counting wrong carrying number, writing the carrying number in the answer etc.

7) Evaluation

Evaluation according to Content-cum-Methodology -

Grade A: 30 test items - integrated-content and teaching methodology,

Grade B: 20 test items - content knowledge enrichment, I

References for Further Reading

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